

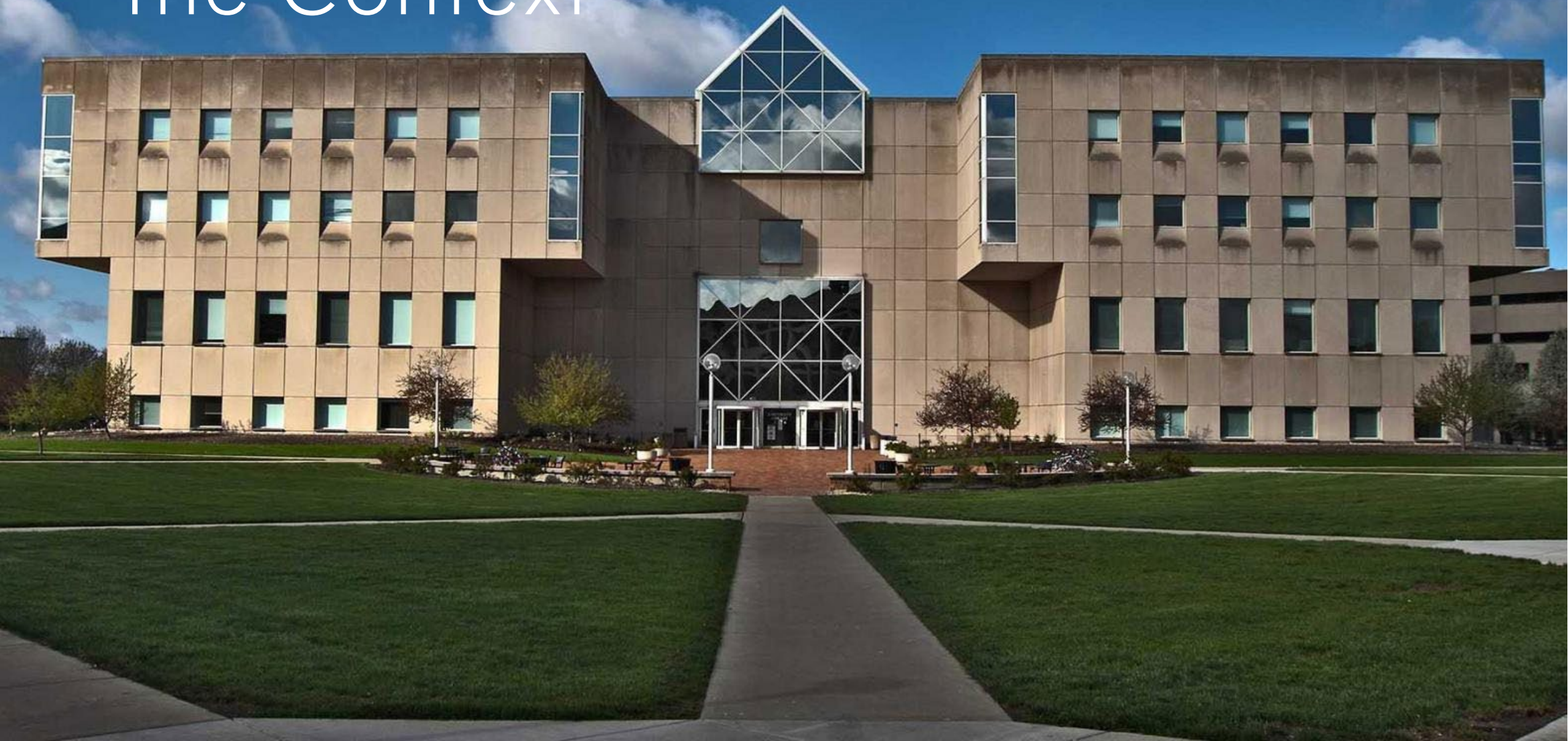


Starting Off on The Right Foot: *A Common Curriculum for an Introductory Program*

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The Context



Bridge



2018 Bridge Library Session Schedule

	9:25-10:25	10:25-11:25	10:35-11:35	11:35-12:35	12:40-1:40	12:45-1:45	1:50-2:50	2:50-3:50	3:00-4:00	4:00-5:00
8/8/20	The Problem									
Section										
Librarian										
Room										
Section	ENGR	DEAP 5		DEAP 2	INTL	BUS 2	SCI 1		LIFT	UCOL 7
Librarian	Jafari	Miller		Miller	Jafari	Macy	Snajdr		Miller	Orme
Room	UL2120	UL2120		UL2120	UL2120	ES2119	UL2120		UL2120	UL2120

8/9/2018										
Section	UCOL 4	FIS	UCOL 1	TECH	DIGX	HER 1	CRIN	PSYC	STEM 1	MAS
Librarian	Lowe	Snajdr	Piper	Halverson	Halverson	Lehman	Macy	Snajdr	Lowe	Miller
Room	UL1130	UL2120	UL1130	UL1130	UL1130	Herron	UL1130	UL1130	ES2119	UL1130
Section	UCOL 5	DEAP 3	UCOL 2	PLTW	SCI 2	HER 2	EXHP 1	IENG	STEM 2	CIGT
Librarian	Hanna	Polley	Lowe	Jafari	Gonzalez	Lehman	Pike	Jafari	Halverson	Halverson
Room	UL2120	UL0106	ES2119	UL2120	UL2120	Herron	UL2120	UL2120	UL0106	UL0106

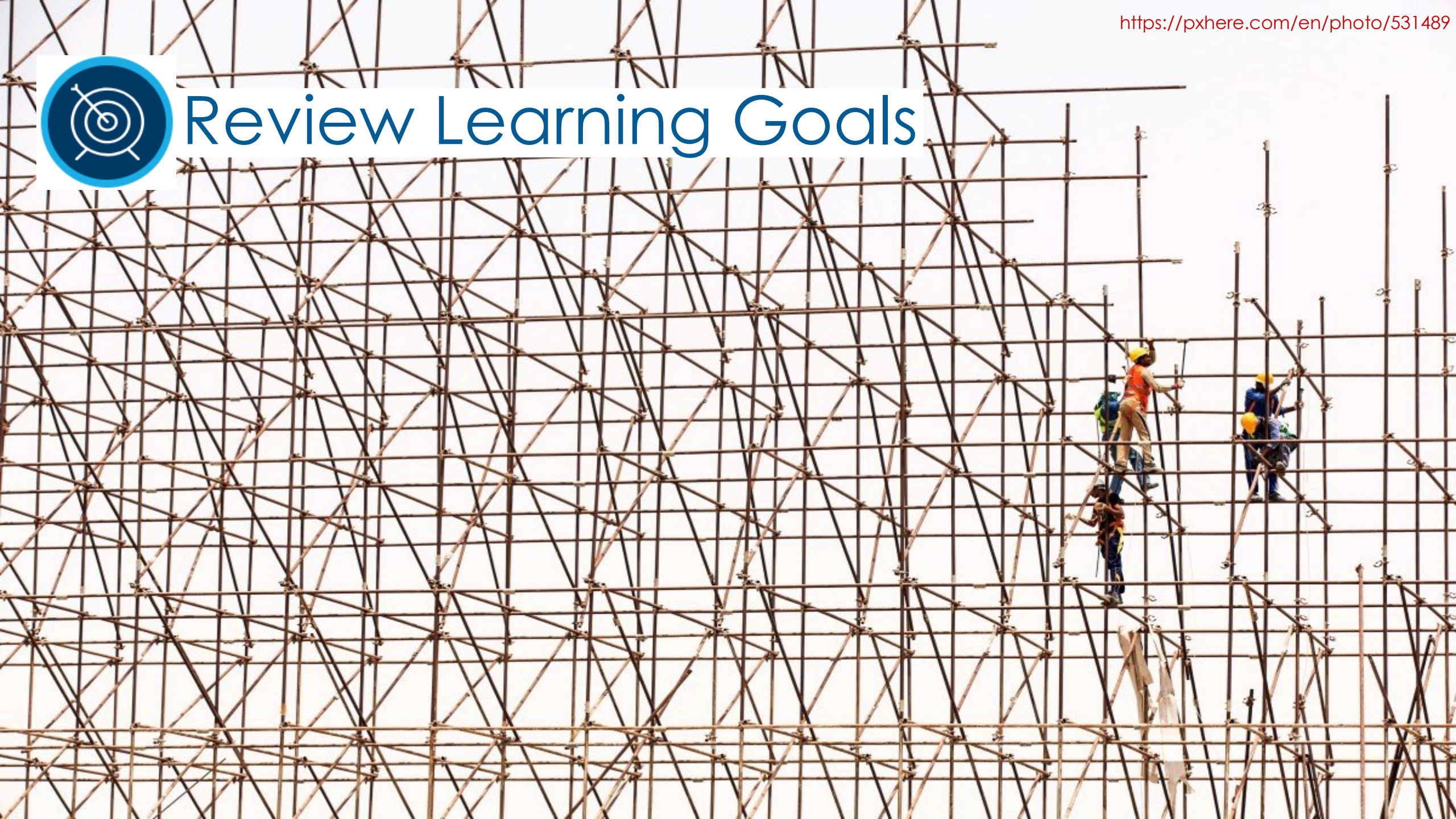
8/10/2018										
Section	THR V 1	GLPR	PREP	SPEA 1	SHHS 1	LIBA 1	SHHS 3	DEAP 4	UCOL 8G	UCOL 9G
Librarian	Macy	Jafari	Pike	Kani	Hanna	Lowe	Hanna	Orme	Lowe	Macy
Room	UL1130	UL2120	ES2119	UL1130	UL0130	UL1130	UL1130	UL1130	UL0106	UL1130
Section	THR V 2	UCOL 3	BIOL	SPEA 2	SHHS 2	LIBA 2	SHHS 4	INDY		
Librarian	Kani	Orme	Gonzalez	Polley	Hanna	Orme	Hinrichs	Towne		
Room	UL2120	UL1130	UL0106	UL2120	UL0130	UL2120	UL2120	UL2120		

Assessment Cycle





Review Learning Goals





Identify Learning Outcomes (Gen Ed Outcomes)

Authority is Constructed and Contextual

- Evaluate the authority of information from various sources (e.g., peer-reviewed journals, magazines, newspapers, website, etc.). #
- Recognize that authority or credibility is contextual in relation to time, discipline, methodology, and other factors. * (introduced)

Information Creation is a Process

- Select sources that best meet an information need based on the audience, context, and purpose of various formats.

Information has Value

- Cite sources through proper attribution. * #

Research as inquiry

- Formulate questions for research of an appropriate scope, based on information gaps or by reexamining existing information. #
- Synthesize information from multiple sources and a variety of perspectives. ‡

Scholarship is a Conversation

- Contribute to the ongoing scholarly conversation at an appropriate level.
- Describe the ways that communication systems privilege some perspectives and present barriers to others.
- Recognize that a given scholarly work may not represent the only or even the majority perspective on the issue. ‡ *

Searching is a Strategic Exploration

- Identify information need and potential sources of information (e.g., scholars, organizations, governments, industries).
- Design searches strategically, considering and selecting systems to search and evaluate results. ‡
- Refine information need and search strategies based on results. ‡

= Bridge Learning Outcome



The Curriculum (aka Create Learning Activities)

1) Learning Outcomes

- Formulate research question of an appropriate scope
- Evaluate sources (e.g., popular v. scholarly)
- Cite sources
- Know what services the library offers

2) Worksheet

3) Research Guide

4) Evaluation

- Student End-of-Class
- Faculty End-of-Program



Create Learning Activities

2: Find Background Info

3: Find Materials

4: Read & Evaluate

5: Organize, Write, & Cite

End-of-class Evaluation

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Welcome!

Welcome to Bridge! The information in this research guide will be useful now and as you move through college. Anytime you need to understand the process of finding information about a topic or question, this is your go-to guide.

The Research Process

Text alternative for web accessibility infographic





Enact Learning Activities

1 : Define your question or topic.

Before you start it is important to have a **question** or **topic** in mind. This focuses your research and saves wasted time reviewing irrelevant material. (See **Research Guide > 1: Your Question** for help with developing a question.)

Question or Topic:

2 : Find sources.

Search **Academic Search Premier** (**Research Guide > 3: Find Materials**) to identify a **credible article** on your topic. (See **Research Guide > 4: Read & Evaluate** for tips on how to identify and evaluate articles.)

Article Title _____ Year _____

Author(s) _____ Pages _____ Vol/Issue _____

Journal Title _____



Gather Data to Check Learning

2 : Find sources.

Search **Academic Search Premier** (*Research Guide > 3: Find Materials*) to identify a **reliable article** on your topic. (See *Research Guide > 4: Read & Evaluate* for tips on how to identify and evaluate articles.)

Article Title Tacoma Narrows Bridges Year 2009
Author(s) Henry Petruski Pages 5 Vol/Issue 97
Journal Title American Scientist

Do you think this is a reliable article? Explain in 2-3 sentences, why or why not?

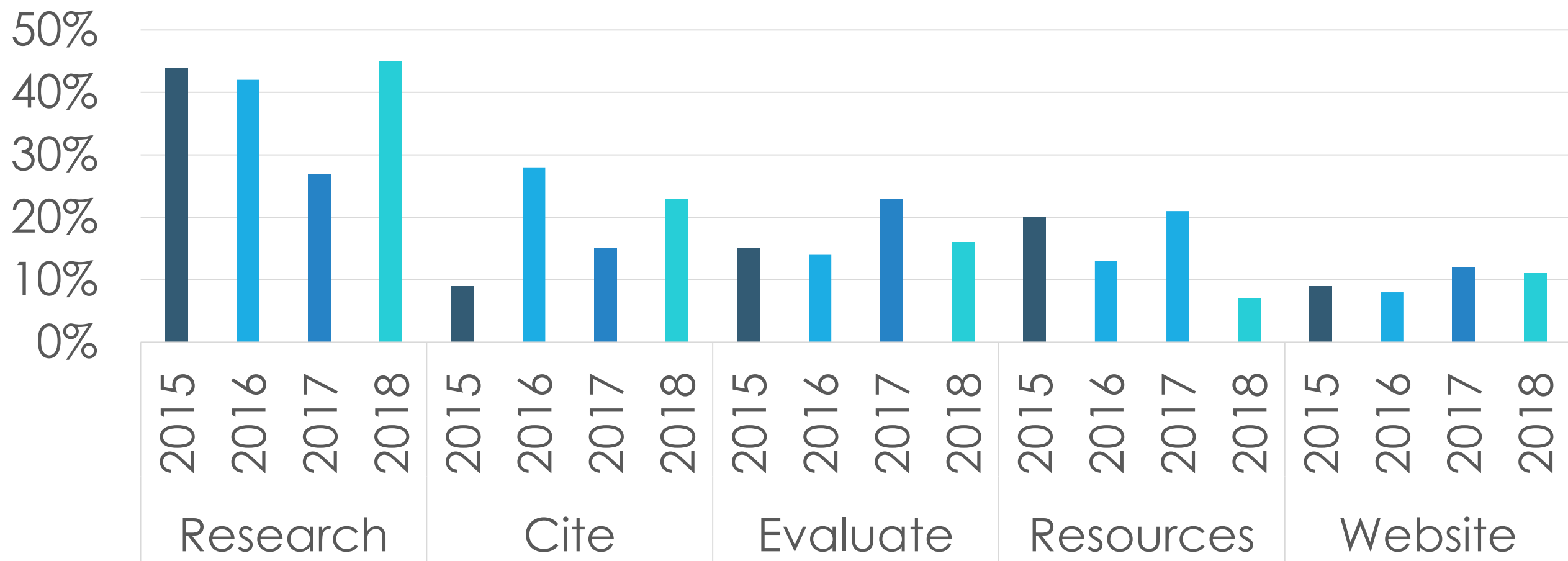
JSTOR

I think this is a reliable source
because it was found in a science journal.
The author of this journal is a professor
of Civil Engineering at Duke University.



Interpret Data

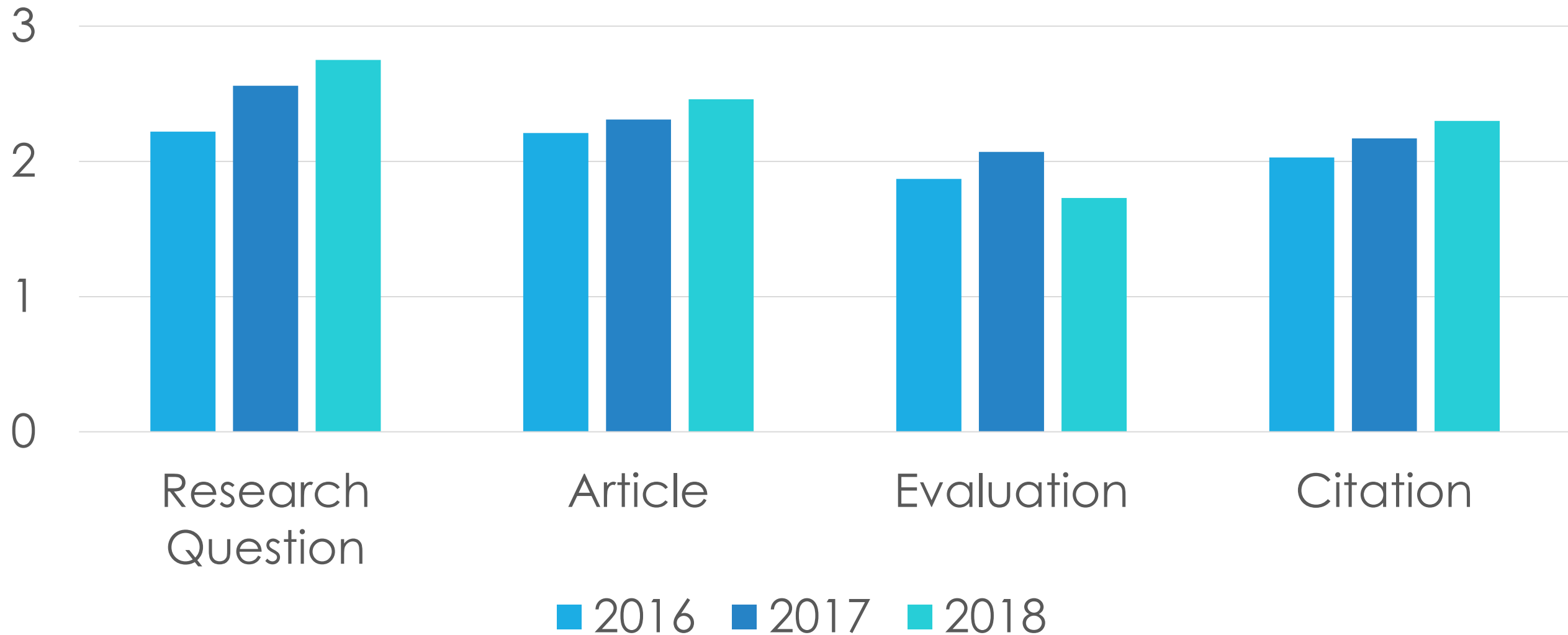
What was the most important thing you learned during this class (one minute reflection)?





Interpret Data

Worksheet Rubric Scores





Enact Decisions

1 : Define your question or topic.

Before you start it is important to have a **question** or **topic** in mind. This focuses your research and saves wasted time reviewing irrelevant material.

Question or Topic:

2 : Break it down.

A **researchable question** or **topic** has **core concepts** (usually nouns or noun phrases) that can be broken into different **keywords**. Identify up to three core concepts for your topic and **list two 1-2 synonyms** for each **concept**.

	<i>Keywords</i>	<i>Synonyms</i>		<i>Synonyms</i>
Concept A	<input type="text"/>	<input type="text"/>	or	<input type="text"/>
Concept B	<input type="text"/>	<input type="text"/>	or	<input type="text"/>
Concept C	<input type="text"/>	<input type="text"/>	or	<input type="text"/>

Getting Buy-In



Possible topics (Don't limit yourself to these):

History of IUPUI

Indy 500

History of the Colts

Other Athletic Teams

Hoosier National Forest

Indiana Dunes

Cycling

Hiking

Baseball History

Monument Circle

Monon Trail

Lewis & Clark Expedition

Santa Claus, IN

Haunted Places

1 : Define your question or topic.

Before you start it is important to have a **question** or **topic** in mind. This focuses your research and saves wasted time reviewing irrelevant material. (See *Research Guide > 1: Your Question* for help with developing a question.)

Question or Topic: how did the 14th and 15th Amend?

2 : Find articles.

~~Search ProQuest Central (Research Guide > 3: Find Materials) to identify an article on your topic. (See Research Guide > 4: Evaluate for tips on how to identify a scholarly article and other evaluation questions.)~~

Article Title One Hundred Years of the Ford Year 1981
 Author(s) Charles F. Johnson Sr. Peter H. Jones Pages 2 Vol/Issue 1
 Journal Title The Engineer

Source + Evaluation

Explain in 1-2 sentences how this article is relevant to your research question or

tonic. tells me more about the story, 500.
Gives me more on how it started.

3 : Cite the article.

It is important to give credit to the ideas of others. You do this by citing your sources. Which style you use depends on the discipline. (See *Research Guide > 6: Organize & Cite* for more information on citation.)

~~Cite the article you found using Chicago Manual of Style 16th Edition (Notes & Bibliography)~~

EXAMPLE: Mahaney, Jackson. "Indiana's Dynamic Duo." *Trailer Life* 59, no. 2 (02, 1999): 43-51. ProQuest Central.

The following GAO series: the Enterprise GAO (1987) was cited by St
Petersburg Times Robert Pressley: "Lib. inspired by GSA-61" (page 11)
URL: <http://www.gsa.gov/docview/c6299031?cc=0&id=739>

Cite

Learning Outcome	Level of Achievement		
	Developed 3	Emerging 2	Initial 1
Research Question	Question is relevant to the topic	Question is kind-of relevant to the topic	Question is not relevant to the topic
Article	Source materials are appropriate and scholarly <ul style="list-style-type: none"> Article content seems appropriate for the proposed question/topic Article is from an appropriate scholarly journal with an explanation of how the student determined this 	Source materials are inadequate or non-scholarly <ul style="list-style-type: none"> Article is only tangentially related to the proposed question/topic OR Article is not from a scholarly journal 	Source materials are inadequate and non-scholarly <ul style="list-style-type: none"> Article is only tangentially related to the proposed question/topic Article is not from a scholarly journal
Evaluation	Well thought out explanation of why the article is scholarly and/or how the article was relevant to the topic or research question	Explanation of why the article is scholarly and/or how the article was relevant to the topic or research question is not completely thought out or clearly copied from article abstract	No explanation or no effort to explain why the article is scholarly or how it was relevant to the topic or research question (e.g., it's scholarly, I found it in a database, etc.)
Citation	Citation is complete and in the assigned style	Citation is incomplete or not in the assigned style	Citation is incomplete and not in the assigned style

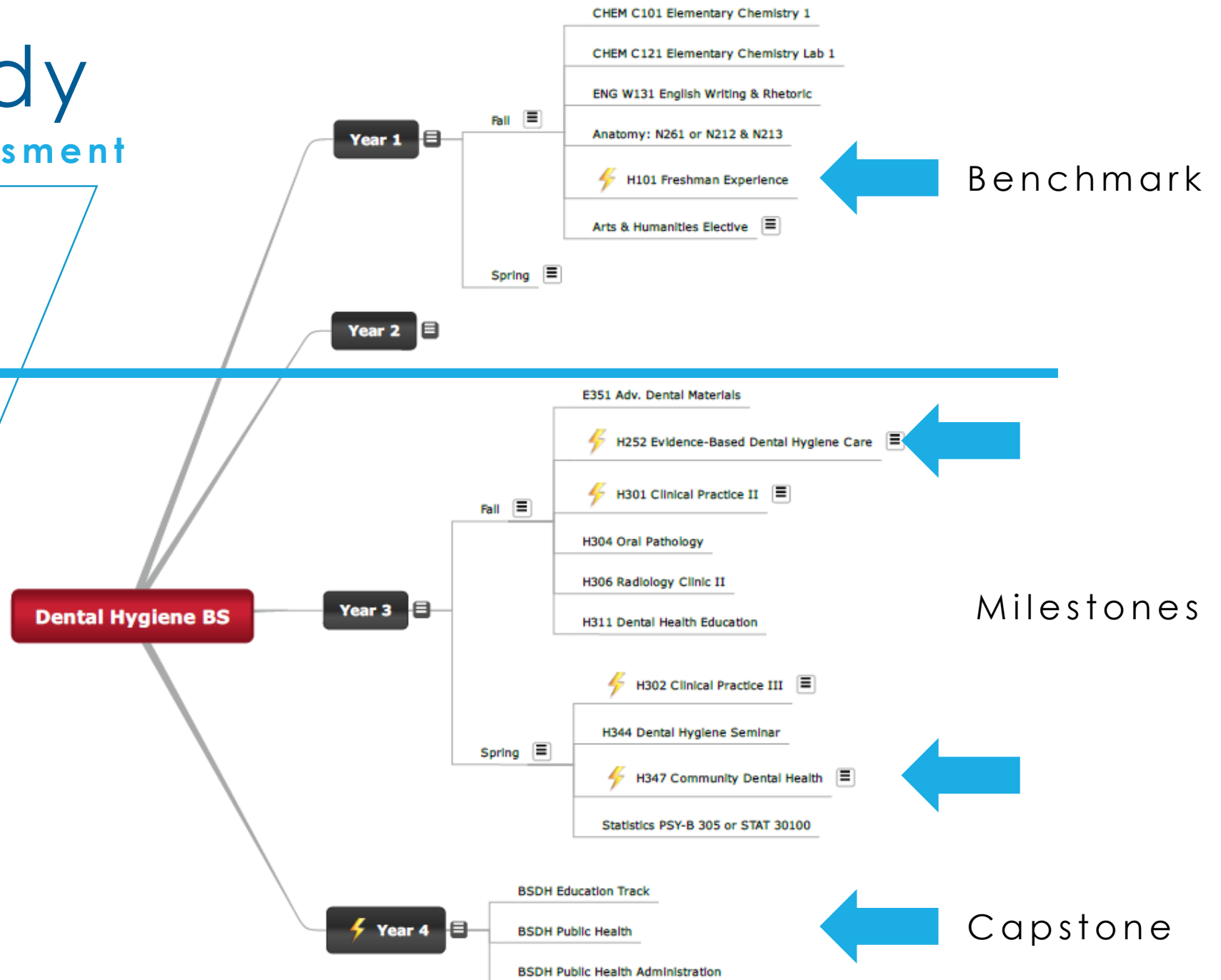
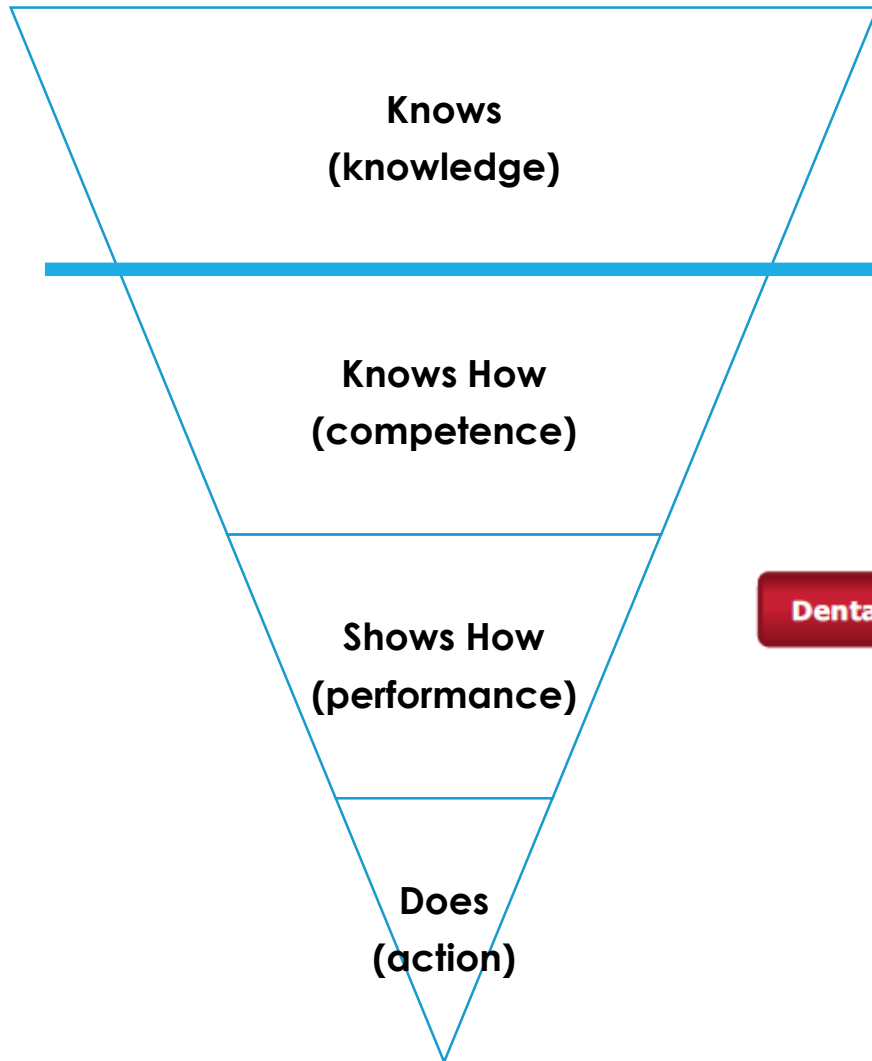
Case Study

Dental Hygiene



Case Study

Miller's Pyramid of Assessment



Replication



Works Cited

Bridge Research Guide. (2018).

<http://iupui.campusguides.com/bridge>

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Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: American Association of Colleges & Universities.

Oakleaf, M. (2009). The information literacy instruction assessment cycle: A guide for increasing student learning and improving librarian instruction skills. *Journal of Documentation*, 65, 539–560.

Questions?

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